

HE

FEBRUARY-1935

PERIODICAL ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.

FEB 9 1935

# CAMPING MAGAZINE



## IN THIS ISSUE

Analyzing What You Have to Sell . . . Carr Liggett

The Dance Project in Camp . . . . . Lucile Marsh

While the Horses Go Jogging Along . . . Frank H. Cheley

Fancy Diving . . . . . Franklin B. Hoar

Organization of the Camp Program . . . Boyd I. Walker

The Cleveland Convention

Book Reviews



VOLUME VII

NUMBER 2

OFFICIAL JOURNAL OF THE CAMP  
DIRECTORS ASSOCIATION OF  
AMERICA, INC.

# Welcome to Cleveland *and*

O  
F  
F  
I  
C  
I  
A  
L

H  
E  
A  
D  
Q  
U  
A  
R  
T  
E  
R  
S



F  
E  
B  
R  
U  
A  
R  
Y

21  
22  
23

1935

## Hotel Statler

1000 Rooms

Single Rooms \$2.50 up

Double Rooms \$4.50 up

Twin Bed Rooms \$5.00 up

"WHERE THE ART OF GRACIOUS LIVING HOLDS SWAY"

**Camp Directors Association of  
America, Inc.**

**Officers**

*President:* Herbert H. Twining,\*  
Lane Hall, Ann Arbor, Michigan.

*First Vice President:* Rev. Ernest P.  
Dennen, 1 Joy St., Boston, Mass.

*Second Vice President:* Mrs. Donald  
King, 111 Holland Road, Brook-  
line, Mass.

*Secretary:* Paul B. Samson,\*  
965 Cross St., Ypsilanti, Mich.

*Treasurer:* L. A. Morhouse,\*  
Black Point on Lake George,  
Ticonderoga, New York

**MEMBERS AT LARGE**

F. L. Guggenheimer, 219 W. 81st,  
New York City.

L. L. McDonald,\* Boy Scouts of  
America, 2 Park Ave., New York  
City.

Frank S. Hackett,\* Riverdale Coun-  
try School, Riverdale, New York.

Chauncey G. Paxson,\* Windy Ridge  
Farm, Norristown, Pa., Route 4.

**SECTION PRESIDENTS**

*New York Section*

*President:* Hazel K. Allen,\* Girl  
Scouts, Inc., 570 Lexington Ave.,  
New York City.

*Girl Scout Mid-West Section*

*President:* Ruth C. Pease, Girl  
Scouts of Chicago, Inc., 225 North  
Michigan Ave., Chicago, Ill.

*Pacific Section*

*President:* Raymond O. Hanson,  
San Francisco Area Council, Boy  
Scouts of America, 755 Market,  
San Francisco, California.

*Pennsylvania Section*

*President:* Chauncey G. Paxson,\*  
Windy Ridge Farm, Norristown,  
Pa., Route 4.

\*Signifies member of Executive Committee.

# The Camping Magazine

Bernard S. Mason, Ph.D., *Editor*

Vol. VII

February, 1935

No. 2

## CONTENTS

A Woodland Dancing Scene .....	2
The Dance Project in Camp. <i>Lucile Marsh</i> .....	3
Analyzing What You Have to Sell. <i>Carr Liggett</i> ..	7
Convention Program .....	9
Fancy Diving. <i>Franklin B. Hoar</i> .....	10
Organization of the Camp Program. <i>Boyd Walker</i>	13
As the Horses Go Jogging Along. <i>Frank H. Cheley</i>	16
Camp Dudley Celebrates Its 50th Birthday. <i>H. C. Beckman</i> .....	19
Editorials .....	20
Successful Campways .....	21
Seen and Heard Along Camping's Far Flung Trail	22
On the Trail of New Books .....	24
New England Association News .....	25

**EDITORIAL OFFICE, ADDRESS**

*The Camping Magazine*      BERNARD S. MASON      Ann Arbor, Michigan

**BUSINESS AND ADVERTISING OFFICE, ADDRESS**

*Lane Hall*      HERBERT H. TWINING      Ann Arbor, Michigan

*Published Monthly from October to June*

Subscription Price ..... \$2.00  
Single Copies ..... 25c  
Application for entry as second class matter under the acts of March 3, 1879,  
has been made at the post office at Ann Arbor, Michigan.



# The Camping Magazine

Volume 1 Number 1 Spring 1964



Courtesy of Camp Ch...





## The Dance Project In Camp

**A**FTER experimenting for a quarter of a century with programs for emancipating women from mid-Victorian

bondage, we have discovered that to be a truly happy and successful human being, a woman must be thoroughly feminine. This new discovery has revolutionized dresses, coiffures, movie heroines, and girls' camps with equal dispatch.

Its Important Place in the Girls' Camp

By

LUCILE MARSH, A.B., A.M.

Educational Editor of *The American Dancer Magazine*

A decade ago the success of a girls' camp was measured by its resemblance to the standard boys' camp, and its equipment and schedule

were fashioned as closely as possible after that of the boys. Today, with the new feminine ideal firmly entrenched, the girls' camp has a standard all its own and a thoroughly individual program and setting by which to attain this standard. As a result, girls now return home



from the camp season with the same healthy coat of tan and renewed *joie de vivre*, but minus the raucous voice, tomboy strut, and blatant manner so devastating to a girl's charm.

The greatest step forward in the girls' camp has been the development of an artistic program in conjunction with healthful, outdoor activities. In other words, the arts of civilization are now joining forces with the beauties of nature to create the most inspiring and healthful environment a young girl can have.

Not only because "the art of the dance stands at the source of all art," but because it is the perfect physical education for women, it is only natural that it should constitute the high point of the camp program around which all other art activities revolve. The dance project, therefore, becomes at once the motivation and goal of the art activity in a girls' camp.

Before formulating our camp project it might be well to discuss the various types of dancing and their significance to the camp program. What a pity it would be to transplant our city dances to camp, when this is the one short time of the year we have to enjoy dances that depend on Nature for a proper setting. Nature dances come first then in the camp program, dances which can be done with great freedom and joy in a well planned woodland theater. At camp, we have real trees, flowers, birds, clouds, wind, sun, shadows and stars to inspire us to dance. Let us make the most of them while we can.

*Courtesy of Camp Chattooga*

At Camp Chattooga, in the Georgia mountains, the girls dance a ceremonial to the sun for their setting-up exercises. They sing as they dance:

"The shout is high on the mountain;  
From the corn field springeth the morning;  
Now flash the trees in the upland;  
See the green earth chanting a song.

O hear the song now arising;  
Now it fills the earth with its healing;  
O shout and sing with the mountain  
Of the truth that filleth the dawn."

They have another dance ritual which they do in the evening around the camp fire. Here they dance out some part of the camp creed.

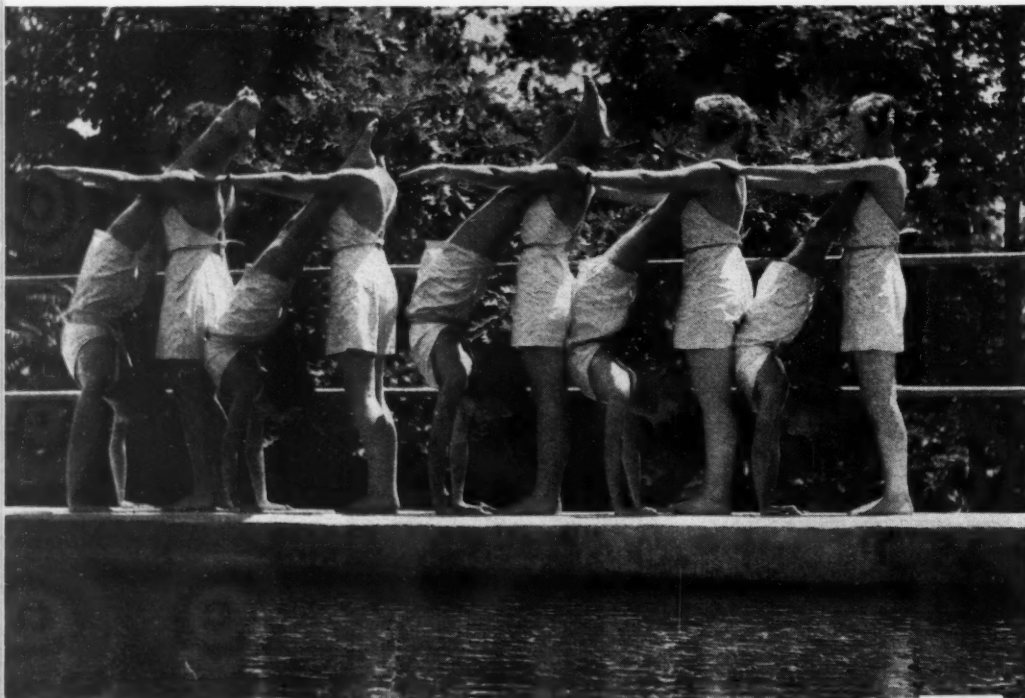


One time, it is courage, another loyalty, freedom, or the dance of the Caryatid which puts the meaning of the name Chattooga into rhythmic movement.

Next to nature and interpretive dancing, folk dancing seems to lend itself most advantageously to camp life. It is such a simple, spontaneous near-to-earth dance expression that it just seems

to belong to a woodsy, outdoor program. At one camp there is a beautiful dancing green planned just for this after-supper folk dancing. Combined with stories from the folk lore and the lilting songs of the peasants, the folk dance period serves not only as joyous recreation but as a means of learning the culture, art and customs of the nations of the world.

Camp also offers a natural environment for tumbling and acrobatic dancing; the soft beach and resilient grass





February, 1935

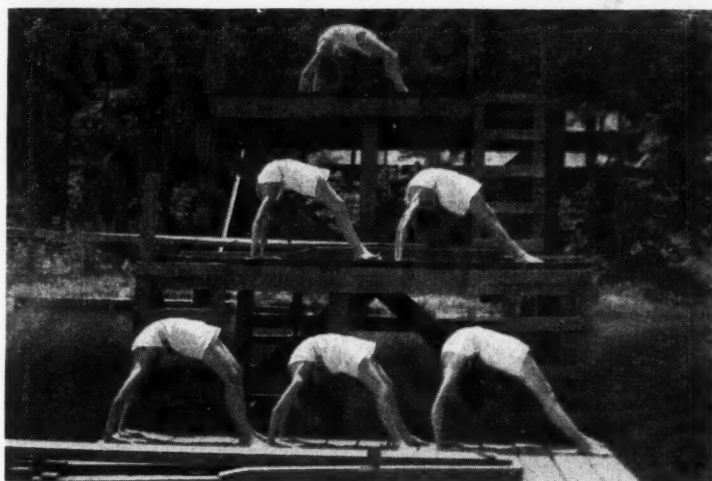
are most sympathetic with the novice, while the diving equipment offers an airy medium for somersaults and back overs. To study these fancy acrobatic tricks simultaneously on land and water develops technique quickly and well, with least possible casualty.

Social dancing is quite naturally motivated by visits from neighboring boys' camps — and, of course, there should be visits at least once a week to keep a normal unselfconscious attitude with the opposite sex, and prevent this vital force from becoming side tracked into unwholesome channels. The clever dance teacher will plan an attractive party on these



*Courtesy of Camp Chattooga*

It might not be amiss to touch upon a few aspects of the dance that have less place in the camp program. The so-called modern dancing with its emphasis on sophisticated themes and stylized movement, is an important contribution to dance art. It is too mature, however, in motivation and too complex in technique to hold the interest of young people without years of dance background. Then, too, it is inclined to emphasize a masculine gymnastic type of movement that is more suitable to the boy than to the girl ideal. At best it is a product of our highly sophisticated big-city life with its antagonism, frustration and introspection. It is without doubt an important part of every dancer's education but after all, we are



*Courtesy of Camp Chattooga*

occasions with stunts, mixers, elimination dances, prizes and surprises that will make it a truly social event. A really able teacher can even interest the boys and girls in a tricky new step and lure them into more and better dancing by showing them the latest ballroom fads and fashions. A dance contest is always good fun and does help tremendously to raise the standard of dancing. A party like this also gives the youngsters a standard of what a good time should be and teaches the responsibilities of host and guest which assure an equally happy time to all.

creating human masterpieces, not dance artists, at camp and there are other phases of the dance that better accomplish the results we are after in childhood and adolescence.

Ballet dancing is another important aspect of the dance as far as the professional dancer is concerned, but its arduous technique demands years of previous training and daily concentrated practice. It is another form that has less to give to the movement of every day life than it has to the repertoire of a professional dancer.

Broadway hotcha, oriental, and similar dances have little of value from the educational

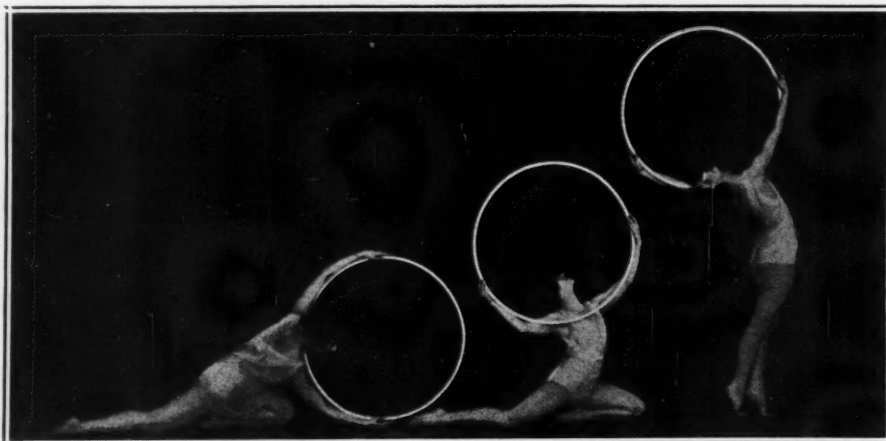


standpoint at any time. Of course, camp has its hilarious side, too, with stunt nights, burlesques, and counselor take-offs. On these occasions tap dances, musical comedy, vaudeville and even Apache dances will be brought to life to satisfy the theatrical atmosphere of the occasion. This is all very natural and harmless and on these occasions it is best to leave the campers to their own devices, even if they do revive Broadway, Greenwich Village, and Hollywood all in one evening. But in the camp classes and projects the emphasis should be along entirely different lines, if the dance is to attain its artistic and educational goal.

In order to be sure the dance project will be carried out with maximum joy and beauty, and minimum strain and friction, the dancing teacher must have her entire dance project worked out before she even gets to camp. This does not mean a cut and dried inflexible routine, but it means that all preliminary arrangements are made in regard to dances, costumes, music, properties and correlation with other departments. There is nothing more dampening to youthful ardor than to suddenly discover a dance can't be done because the music hasn't

arrived, or the costuming is too difficult. Then, too, the teacher should have everything so well scheduled that the actual work and drill of the final grand performance is well mixed all the way along with creative experimentation and real untrammelled joy in the dance. In this way the project takes shape slowly but surely and is ready before any one (but teacher) has thought to worry about it. After all, 8 weeks of camp should show some very worthwhile accomplishment, but the able teacher will see that it is a joyous one without the shadows of drudgery or strain, hysteria or disappointment.

In dedicating ourselves to produce a really glamorous final performance, however, we must never forget the performance is,  
(Continued on  
Page 23)



# Analyzing What You Have To Sell

By

CARR LIGGETT

Carr Liggett, Incorporated, Cleveland

THE Camp Director must prepare his advertising material for the coming season. He sits down to his desk before a sheet of white paper, sharpens a pencil, nibbles the end of it thoughtfully for a moment and says to himself: "Let's see now: What shall I tell them about Camp Pine-Needle?"

It is my impression that this question represents a rather typical attitude. The impression comes from a study of many camp booklets and folders, some of them excellent in appearance and physical make-up, some of them showing a real flair for printed salesmanship; but many of them obviously following more or less blindly a formula that has grown up in camp sales literature. One camp booklet copies another and is in turn copied by another.

No two camps are alike. But the trick for the parents and the boys and girls is to find that out from the half dozen booklets they happen to receive. In such a case, fine printing and illustrations do have an advantage.

But suppose each Camp Director bent on the composition of a book to sell his camp should forget he had ever produced such a book before, that he had ever seen a book about another camp. Let him then sit down to his copy paper and say to himself:

"Let's see now: What do *they* want to know about Camp Pine-Needle?"

And with that real salesmanship begins.

It doesn't matter what *he* thinks; he is only the owner or director of the camp. The parents are the bosses; they send their children for their own reasons, not for his. They buy—he doesn't sell. In plain terms, what he regards as his selling job is merely knowing what they want and showing them that they can get it from him, more to their satisfaction from his camp than from any other.

As a matter of fact, Camp Pine-Needle itself is laid out, equipped and run very largely to

please the parents, otherwise why all the investment in special sanitary systems, water analysis, doctors, nurses, expensive cabins, large staff of counselors, rules for writing home every Sunday and many other details?

So the first question is: What do the parents and the boys and girls want to know about Camp Pine-Needle?

Well, what does the camp have? In what way is it different from other camps—and better?

The only way to discover that is to make an inventory, a complete and detailed analysis of everything that, taken together, makes up the camp. Forget the booklet for awhile. Let's get down to fundamentals and find out—for the Director's own enlightenment, perhaps—just what Camp Pine-Needle has, all of it, from why it was started in the first place to the new radio in the Recreation Hall. Not merely a physical inventory; the camp is more than so many tents and canoes. To be of any use, this analysis must include all those reasons for the camp's existence besides the Director's perfectly proper desire to make money.

Put it down on paper, fully. Even the job of high-spotting it later for a folder or booklet cannot be done intelligently unless it is all there, written out, and dependence upon memory eliminated. Anyway, I have a strong conviction that there is no method of thinking through half as good as the paper and pencil method.

There is not room here for a very thorough outline. But a skeleton will serve to indicate the track to follow. You can probably add many things not covered here. (In fact, I'll be grateful for a copy of any analytical outlines readers care to send me through the Editor, and I'll be glad to comment.)

I—*Philosophy of Camping*

Why a camp at all? Has it any worthier purpose than to serve a natural liking of youth and

to relieve parents during the summer? Has it educational value? What? What physical and health values? What social training? What else? Answer briefly but fully—what *you* think.

## II—*The Camp*

Why started? When? Details of its history, growth, improvement.

## III—*Its Location*

Geographically where? General map. Camp map. How reached? What railroad or boat? How far from important cities? Where and what is nearest station? How far to camp? What transportation from station to camp? What auto route, how many miles, what kind of roads? Has it a telephone? What number? What about mail deliveries? Baggage, trunks, etc.

What lake or stream is the camp on? Describe beach, forest, kind of trees, open country, mountains or hills, trails, all other natural features. Size of property, private or public. Nearby points of interest. Other camps or life in neighborhood. Insects, snakes, wild animals.

## IV—*Management and Staff*

Complete list with brief biographical data to indicate special qualifications, training, experience, (good photographs, close-ups, in camp togs.) Memberships in Camp Directors Association of America and other organizations. Indians, guides, etc.

## V—*Accommodations*

List of buildings, size including spaciousness, construction including such things as screens, why located where they are (for convenience, dryness, etc.) What activities in each.

## VI—*Equipment*

Everything: Electric lights, water supply, showers, sanitary facilities, dining room, beds, kitchen, hospital or dispensary, stables, docks and diving towers, water-craft, baseball diamonds, tennis, volleyball and basketball courts, archery, rifle range, musical instruments, library, indoor games, automotive equipment, etc. Camp store. List it all.

## VII—*Activities*

This may be a long list but make it complete. Such activities as: setting-up exercises, swimming, canoeing, boating, sail-boating, baseball (Inter- and intra-camp), tennis, volleyball, basketball, football practice, hiking (including over-night), special trips, fishing, manual training, tutoring, woodcraft, Indian lore, music

(group singing, orchestra, band, etc.), nature study, photography, theatricals, pageants, dancing, field meets, horseback riding, golf, campfires, stunts, star-gazing, leather and other craft works, indoor games, duties, work, rest, etc.

## VIII—*Safety*

Counselors on the job all the time, swimming rules, watercraft rules, firearms, insects and animals, life saving tests. What about the camp's past record on this score? Be specific.

## IX—*Health and Sanitation*

Physical examination of staff, of campers on arriving and leaving. Doctors, nurses, hospital or dispensary in camp. How far to nearest same out of Camp? Water analysis and tests, camp drainage. Sanitary facilities, sewage disposal. Screened quarters. Food: Dietitian, menus, pasteurized milk, sources of food of all kinds, kitchen cleanliness. Public health department approval.

## X—*Competition*

List of all individual competitive activities. Awards, medals, honor rolls, camp spirit.

## XI—*Camp Recognition*

Has the camp won any special honors or recognition of any kind? Honorable mention by camping or other authorities.

## XII—*Customers*

Who have been your campers? Total to date. Analysis by states. List of boys and girls who have been to the camp more than one year, with number of seasons attended. List of parents. Letters of recommendation from campers and parents.

## XIII—*Rates, Expenses, Qualifications*

Age limits, other qualifications. Fees and terms. Extras for tutoring, horses, special trips, etc. Spending money allowed or recommended. Camp dates. Pre-season and post-season periods. List of clothing and equipment campers should bring.

## XIV—*Special Items*

Rules for parent visits. Sunday regulations and program. Religious activities. Writing home. Rules of conduct, discipline. Typical day's program.

Judging by many of the camp folders reviewed, their Camp Director authors who make such an analysis of their camps will be astonished that they have so much to offer. No anxious mother or eager boy could discover

(Continued on Page 32)



## PRELIMINARY PROGRAM

For the 12th Annual Convention and Exposition of the Camp Directors Assn. of America, Inc.  
Hotel Statler, Cleveland Ohio

February 21, 22, and 23, 1935

CONVENTION THEME: "THE CHALLENGE OF CAMPING IN MODERN EDUCATION."

The Convention Committee has tried in setting up the program for the forthcoming Convention to present subjects of real practical value to camp directors, counsellors, teachers, and parents. The program we feel is not too crowded, but does afford opportunities for informal discussions, visiting of exhibits, and time for real fellowships, which, of course, offers one of the lasting values to be derived from such a Convention. We have secured a fine group of exhibitors, and we urge everyone to spend as much time as possible with these exhibitors. The fact that Cleveland is centrally located for the camping interests of the country is making it possible for a very large group to attend the Convention. The railroads of the country have agreed to extend to members of the Association the customary convention rates of a fare and a third for the round trip. Certificates for these special rates are being sent to all members.

## THURSDAY, FEBRUARY 21

10:00 A. M. to 2:00 P. M.—Registration of delegates. Visits to the exhibits.

2:00 P. M. to 4:00 P. M.—Opening Session of the Convention.

Convention opened by the President, who will present Dr. W. I. Newstetter, Chairman of the general sessions of the Convention. Dr. Newstetter is Director of the School of Applied Social Sciences, Western Reserve University, Cleveland.

Group singing led by Augustus Zanzig, director of Music Service of the National Recreation Association.

Address, "The Challenge of Camping," by Dr. Henry Busch, Assistant Director of Cleveland College.

4:00 P. M. to 6:00 P. M.—Period for visiting Exhibits.

6:00 P. M. to 7:30 P. M.—Informal dinner groups and visits to Exhibits.

This period will afford opportunities for people with like camping interests to get together.

7:30 P. M. to 9:30 P. M.—General Session.

Special music program and camp skit.

Group singing directed by Augustus Zanzig.

Address, "The Professional Training of Camp Counsellors," by Dr. Raleigh Schorling, Professor of Education, University of Michigan, and Chairman of the Camping Commission of the State of Michigan.

9:30 P. M.—Informal fireside discussion on "The Job of the Camp Counsellor."

This will be of special interest to directors and counsellors.

## FRIDAY, FEBRUARY 22

8:00 A. M. to 9:30 A. M.—Visits to the Exhibits.

9:30 A. M. to 11:30 A. M.—Annual Business meeting and election of officers for active members.

12 noon to 2:15 P. M.—General luncheon.

Address, "The Camp Program and the Individual Needs of the Child," by Dr. William E. Blatz, Director, St. George's School for Child Study; Consultant, Camp Ahmek; Professor of Child Psychology, University of Toronto; Consultant, Toronto Juvenile Court; and Research Director, Canadian National Committee for Mental Hygiene.

General forum discussion.

2:30 P. M. to 4:30 P. M.—Group discussions on special interest topics.

Outstanding persons in camping are being secured to lead these discussions, which will be of value to everyone interested in the field of camping.

4:30 to 6:00 P. M.—Visits to the Exhibits.

6:15 P. M. to 9:30 P. M.—Banquet.

Remarks by newly elected president.

Presentation of charters to old and new sections.

Group singing, led by Augustus Zanzig.

Address, "The Need for a Greater Cooperation Between Homes, Schools, and Camps," by Dr. Wm. E. Blatz.

9:30 P. M. to 10:30 P. M.—Informal fireside discussion with Dr. Blatz and other speakers.

Visits to the Exhibits.

## SATURDAY, FEBRUARY 23

8:00 A. M. to 9:00 A. M.—Visits to the Exhibits.

9:00 to 10:30 A. M.—General Session.

Address, "Character Development through Camping," by Raymond O. Hanson, President of the Pacific Coast Section and Scout Executive, San Francisco Area Council, Boy Scouts of America.

10:30 to 12:00 noon—Group Discussion on Special Interest topics.

A continuation of the discussions of the previous day and of any new subjects which may be suggested.

12:00 noon to 2:00 P. M.—Informal luncheons, affording opportunities for meetings of sections.

Visits to the Exhibits.

2:00 P. M. to 5:00 P. M.—Recreational Program including visits to Cleveland Museum; Parks and way side Camps; and the General Electric lighting demonstration and exhibit.

5:00 P. M. to 6:00 P. M.—Visits to the Exhibits.

6:00 P. M. to 7:30 P. M.—Informal dinner groups.

Visits to the Exhibits.

8:00 P. M. to 10:00 P. M.—General Session.

Group Singing, Augustus Zanzig leading.

Musical program.

Address, "The Program of the CCC Camps," by Dr. Nat Frame, Civilian Conservation Corps Area Educational Advisor, Fort Hayes, Columbus, Ohio.

Address, "Change and the Future," by Dr. Bernard S. Mason, Editor, THE CAMPING MAGAZINE, author "Camping and Character" and "The Theory of Play."

During the Convention at times to be announced there will be actual demonstrations in the care and handling of a canoe, in axemanship, and other subjects of practical importance to camp directors and counsellors.

# Fancy Diving

By

FRANKLIN B. HOAR

Associate Director, Camp Ellwood,  
Ellwood City, Pennsylvania

*An Alluring  
Sport  
for the  
Summer Camp*

**F**ANCY diving in the past few years has assumed an important place in aquatic exhibitions and swimming meets in camps, clubs, and schools.

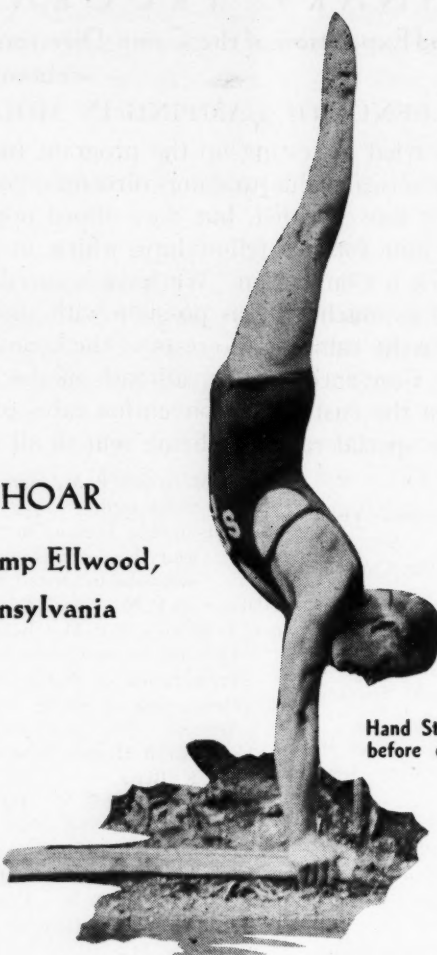
It is interesting to the performer and spectator alike, and is the phase of the camp aquatic meet that is looked forward to with most interest by parents and visitors.

Of all the types of athletic exercise there are none more pleasing to the eyes of the campers and more full of thrills to the spectator, or

more exhilarating and fascinating to the camper than fancy diving. To see the diver spring

into the air from the board with his body under perfect control, perform various twists, and then glide gracefully into the water, gives a sense of thrill and aesthetic satisfaction. Diving benefits the functional organs, builds strong and supple muscles,

Hand Stand — Position before entering water



perfects the sense of balance, develops fine muscle coordination. Mentally, it develops courage, assurance, patience, and the ability to act and think quickly. It also

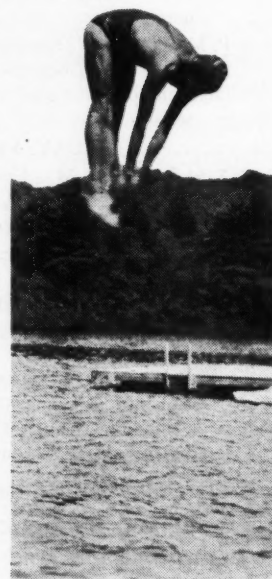
gives a natural pride which comes from the mastery of a difficult dive that can be performed exceptionally well only after weeks of hard and persistent practice.

## Equipment

Diving cannot be learned satisfactorily unless proper equipment is available. One may learn the few fundamental dives on a board only two feet from the water and which has very little spring, but when it comes to the various difficult dives, he must have a good board at his disposal before he can hope for results. The tendency



Ready for take-off in standing dive



Back jackknife

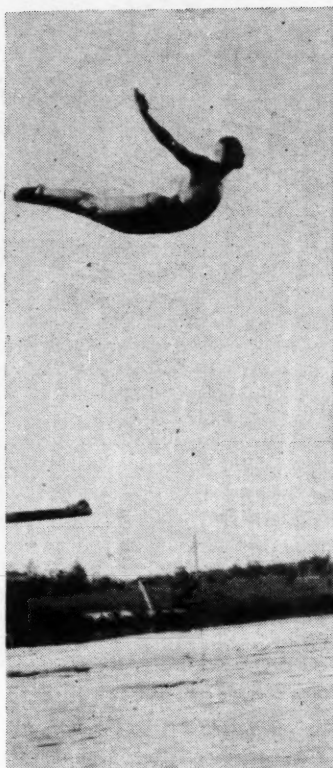
*Preliminary Training*

Proficiency is assisted by exercises on land, such as bending forward at the waist and touching the toes without bending the knees. Tumbling exercises such as forward rolls, front handsprings, back handsprings, front and back somersaults, aid the body in getting the tuck and spin that are required in diving. The instructor can make use of his own sand or grass beach for these exercises. After the fundamental exercises, the camper can learn to work the springboard correctly. Assuming the stand-

ing position at the end of the board facing the water, execute several continuous springs in place by extending the toes, ankles, and knees, combined with a forceful side-ward and up-ward swing of the arms. The body should be kept vertical and the head erect. Try to increase the height after practicing this lift. Do the

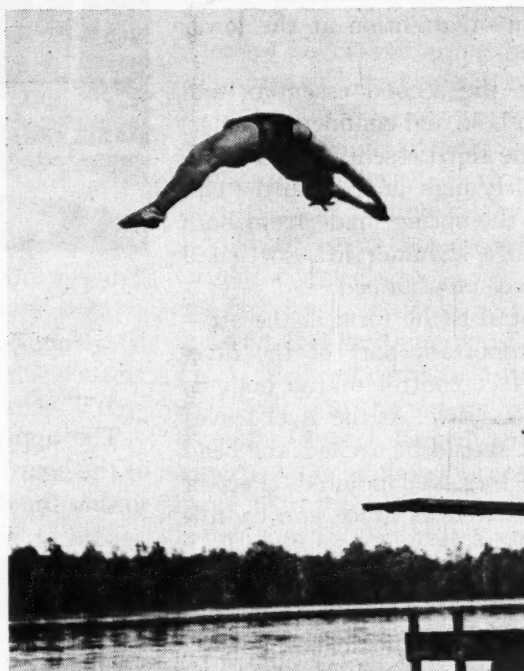
same thing with the back towards the water.

in modern camps is to install the regulation diving equipment. The springboard that is now the official board for the Amateur Athletic Union is the Brandsten Board, devised by Ernst Brandsten, Aquatic Coach at Leland Stanford University. This board is of one solid piece of Oregon pine. The one meter board is 14 feet long, 20 inches wide, and tapers from 3 inches to 1½ inches at the pool end. It is 39 inches from the surface of the water. The official 10-foot board is 16 feet long, 20 inches wide, and is 10 feet from the water's edge. The boards are mounted on a framework of pipes. The depth of the water should be at least 8 feet in order to give the diver plenty of depth to finish his dives. If funds prohibit the camp obtaining a regulation outfit the aquatics director of the camp may make up his own platform and obtain a good board from a nearby athletic concern. However, one should obtain the best that he can.



(To the left)  
Swan Dive

(Below)  
Islander dive



Swan dive as seen from the front



### *Head Controlling Factor*

In all dives, whether plain or fancy, the head is the controlling factor after the body goes into the air, and it is the power that directs the entire body while in flight. Because of its weight and placement, the head acts like a rudder, affecting the position of the body at the take-off, during the flight through the air, and on entering the water. The correct use of the head is probably the greatest factor in developing diving ability.

The starting position is the first essential which goes to make a finished artist in diving. This is the position of attention at the lower end of the board.

The approach is the second essential, and should be made in a bold and confident manner.

The take-off is the third essential, and is accomplished by a fairly high jump onto the end of the board, with the spring made from both feet, combined with a shoulder lift, so that a maximum height may be obtained.

The fourth essential is the form in the air—this is the most important part of the dive. It is here that perfect control of the body is needed to make a good dive. As the diver leaves the board, the back should be arched, the head well back, and the toes well pointed. Perfect control in the air as well as grace and coordination are essential.

The fifth essential is the entry into the water. The angle of the entry should be almost perpendicular and the position should be maintained until the feet disappear beneath the surface of the water.



Tuck position, one and one-half dive

### *The Approach*

The approach is performed the full length of the board. The distance should be measured so that the diver is able to ascertain the correct

distance he must travel to the end of the board for the final jump. The diver steps on the rear end of the board, stands there momentarily, and then takes three or more running steps which should be made in a bold, confident manner—a quick, strong, and graceful manner. On the last step the jump is short and high, enabling the performer to come down hard on the end of the board, toes

(Continued on page 26)



One and one-half dive, tuck and layout positions  
Inset—Close-up of layout position

# Organization of the Camp Program

By

BOYD I. WALKER

President, Great Lakes Inter-Camp Council

This article is the second in a series of three articles. The first article had to do with "Some Viewpoints Underlying Program Building." This article has to do with the organization of program with these viewpoints in mind.

## A. *Regimentation vs. Democracy*

THERE are two extreme practices in the matter of program set-up that should be mentioned at this time. One, I choose to call regimentation of program, which is best exemplified in the military type of camp programs and administration where a director, and, in some cases, a few associates determine what is going to be the program in camp and set it up in advance of the arrival of the campers and then pass it on to the campers to be followed without any choice in the matter. Fortunately, this type of camp has pretty largely disappeared.

The second extreme is where nothing is planned until everyone has arrived in camp and then every phase of program procedure or activity is decided from day to day. In some cases, this kind of so-called "democratic procedure" is as nearly controlled by the wishes of one or two persons as the other, although by superior skill and persuasion the group are led to believe they are actually determining what is done. Of course a majority vote decides, but does anyone know of an instance where a majority vote met the needs, interests and capabilities of each person in the group?

Example A. At a certain camp with which I am familiar, the Director does no program planning before breakfast of each day. After breakfast, the director asks the boys what they would like to do for the day. The director is a skilled fisherman and usually he and the boys who are interested in fishing, spend a good share of the day fishing, and the rest of the camp is left to shift for itself. The majority rule. This is called the "democratic process" by the director. What about the boy who has other interests when such a procedure is followed? The bold, vocal type of boy gets his desires satisfied pretty largely, but the timid,

reticent boy is left out quite often, or else acquiesces in order to appear a good sport, and yet may satisfy few, if any, interests. May not these

exceptional children with high Intelligence Quotient be left out altogether on anything but an approach based on the needs and interests of each individual camper?

Example B. I saw another director who was attempting to carry on an elaborate program, with the most careful system of records of the individual, where the counselor's time was so largely occupied with securing information that the first week of camp had slipped by before the boys had anything at all to do in a planned way. The boys came for two-week periods and were well into the second week before the information was collected, tabulated and made a part of the program procedures. Obviously, many of the boys who had not been in camp before had lost interest because "nothing happened" and were not to be reinterested before leaving for home. Still, on the other hand, I have seen the director collect the records and not even refer to them while the boys were in camp, or at least so casually that they played no part in the program planning.

It seems to me that the truth, as so often is the case, lies in between these two extremes. Shall we begin our consideration, then, with the smallest social unit in camp, namely, the lodge group.

## B. *The Lodge Group*

The counselor, because of his position, becomes the head of the family. He is responsible for discovering the interests, needs and abilities of his group and seeing that they are met during the camper's stay in camp. This, of course, necessitates as complete information about each one of his campers as is possible to secure. Some of the devices to be used are the following:

1. Personal Interview — Background Information Sheet—Parents' Information Blank—Interest Locator—Camp Conference.



Obviously, this information can be secured through personal interviews. These interviews should be guided through the information required for the Background Information Sheet and supplemented by the information which the camp director has secured in his contact with the boy and his parents. A Parents' Information Blank should be filled out before the boy arrives in camp and placed in the hands of the counselor. An Interest Locator should also be used after the boy has had occasion to learn of the opportunities offered in a general conference of the campers, counselors and directors.

2. Lodge Activities. After the counselor has secured this information and understands the interests, needs and abilities of each of his campers, he is now ready to guide each boy into the phase of camp activities that will give him the largest personal development.

Example A. Several years ago we had a boy come to camp who seemed to be suffering from a real sense of inferiority and was quite dejected, it being noticeable in his general bearing and carriage. He had not been getting along in school and while quite large for his age, was not accepted as a member of the group in school in their games and athletic activities. The father and mother were rather well along in years before Bill was born so that they did not encourage this side of his development, nor realize just how important it was in his making right adjustments at school.

We discovered a faint desire on Bill's part to play tennis. We urged his folks to provide a racquet. Bill was carefully coached and soon was playing other boys of his own age. Before the summer was over Bill realized he could play tennis as well as most boys of his own age and better than some, so he had an entirely new experience of confidence in his own ability. The director saw Bill and his mother during the Christmas season after his stay in camp. The mother greeted the director with, "You wouldn't know Bill. He's a new boy." It was evident that Bill now regarded himself with respect. His school grades were much improved and he was having a good time with his associates. Sometimes the greatest service a camp can perform for a boy is to help him acquire proficiency in one activity and the confidence generated will carry over into other activities in an astonishing fashion.

Example B. Bill was the second child in a

family of four children. Bill had been in camp since he was five years old. He was a wonderful physical specimen and afraid of nothing. Because he was younger than most boys in camp it was apparent that he had been the "center of the attention." A visit to the home also convinced us that the same situation prevailed there. Bill had "gotten by" so well and so long as a little boy that our job was to help Bill grow up. He had to develop a sense of responsibility; to learn to share with others, rather than receive all of their attention; to do things for himself and even for others, rather than have things done for him. It was a rather laborious process for Bill and his counselor, but admiration for a counselor who was exceedingly capable in bringing out these qualities in younger boys turned the trick. This counselor was much the same type of boy when we first came in contact with him as a camper. It is as important that we know the background of the counselor as it is that of the camper. When we do, we will greatly improve the camping experience for all concerned.

Just as the counselor has sized up the activities each boy should enter, he needs to determine, in conference with the boys, the kind of activities they can engage in as a group to the best interests of all.

Now the way he proceeds is very important to the development of the members of the group. He may use an autocratic method by announcing, "We are going to Lake Huron tomorrow; we will leave at such a time; we will do so and so when we get there; and we will return at such and such a time," or he may say, "How many would like to go on a hike; where shall we go; when shall we leave; what shall we take; what shall we plan to do; when shall we return?" Which method develops the campers most? Which does them definite harm as far as growth is concerned? We haven't time to go into the primary, associate and concomitant learnings that will take place on this hike but here are plenty of opportunities for the most skilled educator, if he but recognize and utilize them.

The camp administration must provide adequate time for lodge activities but not too much.

Example A. A visit by a friend of mine to a number of camps revealed that in several camps no group activities were planned in the evenings for the boys, with the possible exception



of a highly, specialized ceremonial on Saturday or Sunday evening. The boys were eager for more planned evening programs, this person believed, but the directors were usually free in the evenings and, therefore, nothing happened. Here, again, it is possible to have too little planned, as well as too much. The general camp spirit as compared with lodge spirit is often a good indicator of the quantity and quality of camp activities carried on or needed for the best, all-around development of the camper.

### 3. Junior Counselor

Each lodge also chooses a boy representative who represents the lodge on a Sectional Council where these representatives discuss with their Sectional or Program Director the activities and life of camp. This Council meets at least once a week and if there seem to be problems to be met, it may meet as often as once a day.

### C. *The Program Director*

The program director is a person who acts as a general coordinator, stimulator and clearing house for all of the program emphases in camp. Formerly, such a person was responsible for all of the program activities in camp. The camp counselor took his directions as to what his boys needed from the program director. Now the situation is reversed, although not entirely so. Because of the importance of what happens in the lodge group, the counselor plays a major part in all program activities as far as the individual camper is concerned, both as a participant, guide and instructor. Quite naturally, then, you ask, just why have a program or sectional director?

### D. *Coordination of Lodge Activities*

1. Where you have a number of small units or groups, each intent on the largest possible development of its own members, the activities that tend to build unity and cooperation amongst these units are often overlooked. The same thing is true in respect to the sectional units, unless there is some person or persons responsible for the development and promotion of such sectional or camp-wide activities. Now each smaller unit in a camp organization gets much of its purposeful motivation from the ideals, traditions and objectives of the camp as a whole. In fact, each small unit receives much of its color from the combination of all the lodges working together as a whole. Here are important learning situations as well and, un-

less the counselor realizes it, he deprives his campers of many activities, loyalties and associations that are necessary to the fullest development of the individual. In fact, it is possible for the lodge unit to develop rather bad social traits unless the counselor realizes this fact.

Example A. Several years ago I had a counselor who developed tremendous lodge loyalties. In fact, his boys were so loyal to the lodge and their counselor that when it became time for certain members to move over into an older section, they refused. If they could not be with this counselor they would leave camp because none of the other counselors compared with him and none of the other boys in the other lodges were as good as the boys in this particular lodge. This counselor had actually hindered the development of the larger loyalties on the part of his campers.

Thus we see that it is important that provision be made in the camp organization and administration for the creation and expression of these larger loyalties and activities. The persons best qualified to do this are the program directors.

Some of the activities that develop these larger loyalties are Camp Pageants, County Fairs, Music Appreciation Nights, Church Services, Political Conventions, Council Ring Ceremonials, Boxing and Wrestling Nights, etc.

2. Sectional nights or special programs.

Just as it is essential for the whole camp to participate as a whole, so it is important that activities be planned on a sectional basis as well. Examples of suitable activities are Capture the Flag, Sectional Camp Fires, Athletic Contests, Stunt Nights, Hikes, Story Hours, Talk Fests.

3. Daily counselor meeting.

The first half hour of the daily counselors' meeting is given over to leadership training and coaching by the camp director, and the remaining half is turned over to the program director for coordination and stimulation of camp activities. Here all activities that affect the whole or sections of the camp are coordinated, planned and scheduled. Those activities that originate in the counselors' meeting are carried back by the counselors to the campers, where they are discussed in the lodge, changes suggested, then passed on to the Sectional Boys' Junior Councils where they are further dis-

(Continued on page 32)



# As the Horses Go Jogging Along

*Glamorous Camping  
as a Western Camp  
Director Sees It*

By  
FRANK H. CHELEY  
Director  
Cheley-Colorado Camps

QUALITY camping, wherever it may be located—north, south, east or west—is a wonderful experience for any growing youth and should most certainly be a very real part of his best education. But after

camping extensively in all parts of the country, I am frank to say that to me there is a certain deeply satisfying appeal to the Western Mountain area that I do not find elsewhere—the vast big open spaces of peak and pine; the never-





ending variety of country with its consequent new experiences in activity; the opportunity to really explore with ax and pack horse into the heart of the Great Silent Places; the bright Alpine sunshine without humid heat; the cool "pestless" nights, all combine to offer a well-nigh irresistible lure. With these facts in mind it is not at all difficult to appreciate why the Western camping is becoming increasingly popular.

Show me the real boy (or girl either for that matter) of red-blooded vitality who doesn't find almost a delicious joy in a Western cow pony, four-gallon hat, leather chaps and bed roll, when there stretches away from him as far as he can see, range after range of timber-clad hills with a million comfortable little hay valleys tucked in everywhere, every one occupied as a Western ranch, ending with the ragged, jagged Continental Divide of snow-capped peaks challenging the heartiest to "climb up, my boy, and see how this funny old world is really made."

Inasmuch as good summer camping offers youths perhaps their greatest opportunity for adventure and new experience, it is quite normal that a country fairly alive with "untrod valleys" and "unscaled peaks" should appeal, especially when one knows full well that formal schooling must be more or less rooted to one spot and that one spot, for the most part, with



at least a semi-city environment. Modern youth wants to be up and away and is insisting more and more, and justly so, that the camp of their choice bring a whole new scene and provide, with the usual good camp routine, travel into strange new places. Furthermore, just as it is entirely desirable for the Western youth to know something first hand of the vast industrial and historic East, just so it is quite as desirable that youths of the great Eastern population centers should know by first hand experience something of the real West at its best.

Discriminating parents are beginning to see more clearly that the summer camp offers much more than merely a summer of simple outdoor living. If the growing child is to get any travel (outside of the convenient motor circle from home) this travel must be tied into wise Camp selection and these two highly educative factors put hand in hand. It is for this reason, among others, that quality camping in the West

is but at its beginnings. More and more youngsters are having their first knowledge of camping near at home, under fine auspices and then, after a few years of such experience, are heading toward the West, with its Western riding and Ranch camps, availing themselves of the supervised travel parties offered—later to be joined in the West by their parents for a family vacation or tour





through a half dozen easily accessible National Parks.

Such a combination has very real advantages for every member of the family and has special significance from the standpoint of "rooting in a family, as a unit, leisure time activity which will abide through the years and carry on into maturity." The saddle horse for country and trail riding is coming back very rapidly. An authority has only recently stated that more than one-half million saddle horses are again in active use and that modern youth is rapidly becoming horseminded.

Undoubtedly one of the main attractions to the well-conducted Western Camp is the horse and the rich program of trips and games which the horse makes possible. Youth everywhere is eager to ride, in fact is determined to ride, and where can youth master

the art of horseback riding so well and so safely and so satisfying as in a well-directed, reputable camp?

However, because of much gaudy general Western advertising, there are many folks who consider a ranch a ranch, a horse a horse, and the West the West. That is a great mistake and will undoubtedly lead to disappointment and dissatisfaction. There is a vast difference, from almost every angle, between Western ranches or resorts and well-established, professionally conducted Summer Camps for boys and girls. There are some seven hundred so-called Dude Ranches which have a place and fill a need, but they should not be confused with organized camps for boys and girls. They are designed and conducted for adults. Being organized for a different purpose, their objectives differ from those of the organized camp of the better sort, and consequently their programs fall short by comparison in educational value to the youth. They are essentially do-as-you-please resorts and while they have a

distinct place in adult life, are not for youth except in a few rare cases.

Why is it then, you ask, that Western youth camps refer to themselves as Ranch Camps? The answer is simply because they are essentially ranches with their extensive strings of horses, their cows, their hay meadows and their dairies. They are Western ranches in situation and atmosphere *but geared* to the educational needs of boys and girls.

All good Western Camps, no matter how simple or how elaborate, have a comfortable

permanent home base of ranch buildings or lodges, usually of rustic log and stone construction, and always with an adequate and diversified staff offering athletics for fun and development rather than on a highly organized and competitive basis; all the usual handicrafts in well-equipped



shops; Indian lore, usually under the direction of well chosen Indian counselors; aquatics suitable to country; nature work, often under government nature guides; instructions in rifle, shot gun and pistol, and so forth.

On top of this, however, is always the extensive program of training in horsemanship with a great variety of horseback activity ranging from ring riding for form and the establishment of self-confidence to trail trips of all lengths and finally to pack trips back into uncharted wilderness—such trips often involving many days and many miles. Between such trips (always conducted by thoroughly adult and experienced counselors) is the program of horseback games on the horse field ranging from simple tag and basketball on horseback to jumping and modified polo. There is a type of horseback activity, suited to almost every type of child, that is not too vigorous and that is highly developmental from many angles.

Along with this new and varied program of

(Continued on page 28)

# Camp Dudley Celebrates Its Fiftieth Birthday

By

H. C. BECKMAN

Director, Camp Dudley



THE past year witnessed the celebration of the Golden Jubilee of organized camping, and Camp Dudley, having been in continuous operation all these years, fittingly celebrated the event for its many friends and over 5,000 alumni.

Camp Dudley was founded by Sumner Francis Dudley, who in 1885, took six boys for a week's camping trip to Orange Lake, near Newburgh, N.Y. The next year, the camp moved to Lake Waynanda in New Jersey, and in 1891 with the increased numbers in camp, Mr. Dudley found it necessary to find a more adequate site. A good friend, Dr. Worman, then Editor of *Outing*, invited Mr. Dudley and the boys to camp on his property at Lake Champlain, two miles south of Westport,

New York. Following Mr. Dudley's death in 1897, the committee in charge decided to name the camp in his honor. It then officially became known as Camp Dudley.

The camp moved to two other sites on Lake Champlain and in 1907 sufficient funds were secured to make possible the purchase of the present splendid property of eighty-five acres, with a mile and a quarter of shore line on Lake Champlain, two miles south of the original site on this lake. The fiftieth camp season was conducted in 1934.

Two years ago a committee of representative alumni was appointed to make plans for the anniversary observance. The Committee decided to do four things: publish a book giving  
(Continued on page 27)



## The Camping Magazine

THE OFFICIAL JOURNAL OF THE CAMP DIRECTORS  
ASSOCIATION OF AMERICA, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

*Editorial Board of the Camp Directors Association  
of America, Incorporated*

Frederick L. Guggenheimer	Lee F. Hanmer
L. L. McDonald	Emily Welch

### Advisory Editors

Ernest Thompson Seton	Lester F. Scott
Elbert K. Fretwell, Ph.D.	Josephine Schain
John Collier	William G. Vinal
Sidonie Matsner Gruenberg	W. E. Longfellow
Jay B. Nash, Ph.D.	Laura I. Mattoon
Paul Hanly Furfey, Ph.D.	Frank H. Cheley
Hedley S. Dimock	Albert Van S. Pulling
Elmer D. Mitchell	Augustus D. Zanzig
Charles C. Stillman	Fay Welch
Barbara Ellen Joy	Edward Sanders
Rosalind Cassidy	Louis H. Blumenthal
	Taylor Statten

Vol. VII

February, 1935

No. 2

## The Constant Challenge

The camping movement is changing swiftly—in objectives, in philosophy, in methodology. Such change is inevitable—it goes on constantly in all human institutions, and in a youthful institution such as organized camping, free as it is from deeply entrenched traditions, the change moves at accelerated speed.

The result is that the camp director finds constantly that some of the ideas and methods with which he has operated in the past are no longer considered adequate or acceptable in the light of newer knowledge and ways.

It is characteristic of the human mind that it does not accept the new willingly, especially if the new departs noticeably from the old and accepted—the mind clings fondly and persistently to the old. Once an idea has become accepted, a method established, a stereotype is formed which tends to blind the vision to other and newer points of view.

The avoidance of stereotypes is a constant challenge facing all of us in organized camping if we would continue to grow individually. The stereotype becomes a rut which is increasingly easier to follow and more difficult to avoid. The rut wears deeper and deeper, its walls become higher and higher, until it imprisons the mind.

The result is the very opposite of growth—it means mental stagnation.

If we as individuals hope to grow and become increasingly effective in camping education, we must shake ourselves free from the stereotypes, we must escape the ruts, whatever they may be, and keep our minds open and receptive to changing ideas and approaches. We must guard at every turn against these narrowing tendencies. The acceptance of our established point of view as the ideal, the one and only way, marks the end of progress for us. To accept every fad that comes along is equally devastating. But the new, whatever it may be, deserves consideration, *sympathetic* consideration, and such sympathetic consideration is difficult because our stereotypes affect our thinking to such an extent that unknowingly we discard as impractical those points of view that do not harmonize.

Mary Follett puts it well: "*Never settle down within the theory you have chosen; the course you have embraced; know that another theory, another course exists, and seek that.*" As soon as this new course is established, this new idea accepted, it too becomes a stereotype that holds us down, and we must shake ourselves free once more and turn again to the new. This is growth, and it does not come without effort.

The ideal method of conducting a camp has not yet been conceived. Certainly tomorrow will bring something finer and better. Camping will become institutionalized all too soon at the best. Right now, it needs creative, open-minded thinking on the part of all of us. Let us keep the experimental spirit of youth.

## On to Cleveland

The Cleveland Convention in February offers the opportunity to escape these narrowing forces of which we have spoken, to secure the breadth of vision, to understand and evaluate the ever changing trends in camping. The contact with directors from all parts of America, the sharing of experience and thinking, the absorbing of knowledge from experts and specialists of national fame, the forums, panels, and exhibits, all combine to make the conference an experience that no onward-looking and forward-reaching director or counselor can afford to miss.



## SUCCESSFUL CAMPWAYS

**EDITOR'S NOTE.**—This column aims to print each month short articles and contributions on practical subjects related to camping, which will be of value to camp directors, counselors, and campers, but which are scarcely long enough for feature articles. All camp leaders are urged to send in new ideas and wrinkles which they have discovered and found successful. Suggestions on programs, activities, equipment, administration, etc., will be of benefit to all camp directors. Ideas for both organized and primitive camping are in order.

### Ladder Tournaments for Tennis

**M**OST camps featuring tennis conduct a tennis tournament to decide the tennis championship of the camp for the various age groupings—midget, junior, intermediate, senior, counselor, and so forth. These championship tournaments are usually conducted near the end of the camping season.

The tennis ladder tournament is an excellent device which operates throughout the entire camping season and may be conducted in addition to the regular championship tournament mentioned above.

In order to make clear the method used in the ladder tournament, we must first discuss the equipment. Prepare a board one foot wide and three or four feet long. Bore three rows of holes in it,  $\frac{1}{4}$  inch wide, one inch apart, as shown in the illustration. If there are forty seniors in the camp have forty holes arranged in three rows. Below them, have similar rows of holes for the juniors. Number the holes as illustrated. It is usually unwise to divide the campers into more than two divisions for ladder tournaments—junior and senior.

Purchase enough clothespins so that there is one for each camper. Write each camper's name on the side of a clothespin. Throw all the senior clothespins into one hat and the junior pins into another, and pull them out one at a time. The pin that comes out first is inserted in hole Number 1, the next in Number 2, etc.

Here is how the tournament operates: Any camper may challenge either of the two campers whose clothespins are in the two holes immediately above his. That is, Number 5 may challenge Number 4 or Number 3. If Number 5 challenges Number 3 and wins, his clothespin

### TENNIS LADDER TOURNAMENT

#### Senior

o	o	o
1	6	11
o	o	o
2	7	12
o	o	o
3	8	13
o	o	o
4	9	14
o	o	o
5	10	15

#### Junior

o	o	o
1	6	11
o	o	o
2	7	12
o	o	o
3	8	13
o	o	o
4	9	14
o	o	o
5	10	15

is moved up to hole Number 3, and Number 3 is moved down to Number 5. The idea is to reach hole Number 1, or as near it as possible before the end of the season. At the end of the season, the board shows the relative tennis ability of the campers.

The following rules should be established:

1. All challenges must be accepted; failing to do so forfeits the hole to the challenger.
2. All matches must be played within twenty-four hours after the challenge is made, unless weather or trips interfere.
3. All challenges must be reported to the tennis counselor in charge at the time they are made.
4. The winner must report to the counselor immediately after each match.
5. The counselor announces the winner at the next meal and changes the pegs. Campers are not to change the pegs themselves.

## *Seen and Heard* ALONG CAMPING'S FAR FLUNG TRAIL

### *Pacific Conference at Yosemite*

The 1935 Camp Conference of the Pacific Section will be held in Yosemite Valley, March 21 to March 24.

The meeting of the Conference will be conducted at Ahwanee Hotel with meals and lodging provided for at Yosemite Lodge.

Mr. Harwell, Park Naturalist, assures the directors that he and the members of his staff will be happy to extend their services, and that he will have a sufficient number of Ranger-Naturalists on duty to handle the group satisfactorily.

Under the direction of Miss Gladys Snyder, Chairman, the Conference Committee is making elaborate plans for an attractive program. A nationally outstanding expert and authority in Camping will be secured as guest speaker.

John Titsworth, Secretary, will act as chairman of committee on Registration succeeding Miss Alice Prager who has done such an outstanding piece of work in past conferences. John Neubauer will act as chairman of Exhibits.

### *Pacific Leadership Training Course*

Under the auspices of the Pacific Camp Directors Association, Recreation Council of the Community Chest and the San Francisco State Teachers College, a course will be offered during the Spring Semester for Camp Counselors.

The course will be under the direction of a committee consisting of John R. Titsworth, Chairman; Miss Alice J. Prager, Miss Emma Loewy, Mrs. Edwin H. Walter, and Mr. John C. Neubauer representing the Pacific Camp Directors Association and the Recreation Council and Mr. David J. Cox, Dean of Men, representing the San Francisco State Teachers College.

The course is listed in the curriculum of the physical education department and college credit of one-half or one unit may be obtained for it. The course began on January 7 and meets one evening a week for a twelve-week's period.

The following choices may be made:

- 176-A—History and Theory of Camp Leadership; 7:30–8:30 ( $\frac{1}{2}$  unit)
- 176-B—Nature Lore; 8:30–9:30 ( $\frac{1}{2}$  unit)
- 176-C—Camp Handicraft; 8:30–9:30 ( $\frac{1}{2}$  unit)
- 176-D—Camp Craft; 8:30–9:30 ( $\frac{1}{2}$  unit)

176-E—Camp Games and Special Activities; 8:30–9:30 ( $\frac{1}{2}$  unit)

The Committee has engaged Louis H. Blumenthal, Past-President of the Pacific Camp Directors Association, as lecturer for "History and Theory of Camp Leadership." The names of other instructors, who are experts in their field, will be announced in the near future.

### *New York Section Meeting*

The Men's and Women's Groups of the New York Section held separate meetings on Friday, December 7th at the National Board Y.W.C.A. in New York City.

Augustus D. Zanzig, Director of Music for the National Recreation Association was the leader at the women's meeting in a "Discussion on Ways and Means of Using Music in Camps." Miss Mildred Hamburger, Miss Esther Waldo and Mrs. Paul H. Welch comprise the committee in charge of the women's meetings.

Ralph C. Hill was the leader at the men's meeting where there was an interesting round-table discussion on "The Most Popular and Significant Things in our Camps in 1934." Mr. A. J. S. Martin, was the chairman. Among the guests was Broncho Charlie Miller, author and pony express rider, who spoke briefly. Dr. Lloyd B. Sharp spoke of the plans of the Board of Education to set up camps for New York City public school children.

Following the two meetings the groups joined together for a social hour.

### *Great Lakes Council Meeting*

At the Great Lakes Inter-Camp Council meeting held Tuesday, January 22, at the Women's City Club in Detroit, the new program and revised Constitution were discussed, and the group voted unanimously to affiliate with the Camp Directors Association of America, Inc., by making application for a section charter. The executive committee was instructed to take action at once. The meeting was attended by a representative group of sixty camp directors and counsellors. After the business session and the dinner, Lester F. Scott, national Camp Fire Girl executive, gave a very interesting discussion on his experiences in primitive camping.

## The Dance Project in Camp

*(Continued from page 6)*

after all, for the child's interest and development, so we must never allow it to exploit the child for its own sake. The most beautiful dance festival at the expense of tired, harassed campers is not an educational accomplishment and has no place in camp life.

This brings us to the question of goals for the dancing. First, it seems to me, we are duty bound to create in the child a love of fine dancing. Second, we must give her real experience in the joy of dancing out her own thoughts, feelings and inspirations. Third, we must strengthen and beautify her body, giving her truth and beauty of every day movement. Last, but not least, we should give her personality, that aura of vital beauty which comes through the contemplation of and participation in the lofty thoughts, noble emotions and spiritual realizations of which fine dancing has so great a store.

But if the dance is to fulfill its obligation as the pivotal point of art activity at camp, we must plan that correlation as carefully as we do the actual dance periods.

In the camp with which I am associated, the children make and dye their dancing costumes in their craft class. They also fashion properties, masques, and even charming little moccasins and dancing slippers. They study the folk art in connection with their folk dancing and use the decorative motifs in sets, costumes and objects d'art. They also make scrap books for their dance pictures. In some of their sketching classes they use the dancers for models and often bring a photo of a painting or sculpture to incorporate in a dance.

The music, too, is carefully correlated with the dancing by choosing music which is true to the dance in period, country, mood and theme. The students are told the name and composer of every piece of music used and are encouraged to sing the melodies as they dance. The folk dancing and singing is, of course, done to authentic music. For the social dancing, care is taken to choose good jazz music and avoid those with trite melodies, broken rhythm and demoralizing harmony. Of course, no piece is ever used which has objectionable words. Music hour several times a week tells the stories of musical masterpieces and arouses the children's interest by stories of the composer,

his period and influence. This musical hour in the evening also serves to soothe a hilarious group and get them ready for sleep.

The poetry group collects poems of inspiration and also themes to dance. The camp encourages the youthful poetess by publishing the best original efforts in the camp paper. The girls often dance out an original poem, too. Sometimes, however, the dance comes first and inspires the youthful bard to sing its merits in verse.

The goal of making the girls more beautiful, gracious women is incorporated in every possible camp expression. In the first place the camp costume is very graceful, colorful and feminine. The counselors are chosen first for expertness in their field, but, second, for their ability to set an example of charming, cultured femininity. Posture, poise, and rhythm are emphasized in all the sports, and soon the girls realize these accomplishments are valuable aids to efficiency, as well as charm. Hilarious voices are directed into song on all riotous occasions, so conversation and laughter remain sweetly modulated.

Each girl is given a thorough physical examination and detailed measurements of her body are recorded. She is told just what to do about the fat places and the hollows. Her movement habits are analyzed and recorded. Every week her improvement is checked not only in posture and movement, but in such body skills as lightness, balance, flexibility, endurance, etc.

This phase of self improvement is made into a happy and often humorous game. Each girl has a posture partner who reminds her of certain easily forgotten points. There is a humorous camp song which is sung and acted out on hikes, and postures improve rapidly if hilariously.

The qualification of a teacher to carry out a program of this scope is our next problem. Many camps have in the past allowed young college girls with a flair for the dance to undertake their dancing program. This is almost as dangerous to the health and happiness of the campers as turning over the water sports to a novice.

It is time we realize that a dancing teacher can do more harm than good unless she is thoroughly equipped for her job. Any teacher who gives exercises of any sort should have a background of anatomy, physiology and prin-

*(Continued on page 30)*



## ON THE TRAIL OF NEW BOOKS

### Keeping Campers Fit.

By Eléna Erving Williams. (E. P. Dutton and Company, Inc., 1934) 227 pages, cloth. \$2.50.

This is the first book of its kind to be published—a complete manual for the nurse in a summer camp. There has been a distinct need for a book of this type, and the present volume fills that need well. It is written for the nurse in a girls' camp, but is valuable for directors and nurses of all types of camps.

Although the nurse who comes to camp may be thoroughly trained in her profession as a nurse, the camp situation presents problems peculiarly its own. This book will serve admirably as pre-season training for new camp nurses, and will be valuable to all camp nurses as a reference manual.

The book is particularly satisfying in its completeness. The personal qualities of the acceptable camp nurse are discussed. There is a detailed presentation of the medical equipment and material needed for camps of all sizes and localities, with and without modern conveniences. The medical materials are listed for hiking trips, canoe trips, pack trips, motor trips, and transient camps, together with instructions on how to pack and transport them in each case.

The diseases likely to be encountered in camps are discussed, and the symptoms and treatment for each are presented in outline form, handy for quick reference. The same method is followed in discussing over-dosage, poisons, and antidotes.

There is an illuminating chapter on the legal responsibility of the camp nurse.—B.S.M.

### Finger Painting.

By Ruth Faison Shaw. (Little, Brown, and Company, 1934) 232 pages. \$2.50.

Finger painting is a new method of expression which is rapidly sweeping the country. Painting with the fingers is doubtless as old as the human race, but it remained for Miss Shaw to discover the medium and point out the rare educational possibilities.

The results which Miss Shaw has accomplished with children in finger painting are startling from the artistic standpoint, and no less arresting from the psychological and educational standpoints. One has but to glance at the exquisite finger paintings reproduced in the book, done by children from two to thirteen years of age, to be convinced.

Of particular interest to camp directors is the fact that finger painting fits into the summer camp program in such an acceptable way. In the intrigue

it holds for children, in the materials it uses and in its simplicity, it seems to belong to camping education.

As the author puts it, "finger paints are direct descendants of mud pies. All I have done is add the rainbow."

The book is particularly fascinating in its psychological studies of children through their finger paintings. One feels that he knows children better after reading the book.—B.S.M.

### Camp Dudley, The Story of the First Fifty Years.

By Minott A. Osborn (editor). (New York: Huntington Press, 1934) 231 pages, large quarto, cloth. \$2.50.

Camp Dudley is fifty years old—the oldest existing organized camp. This beautiful volume is put forth in commemoration of that fact.

All camp directors will find the story of Camp Dudley's fifty years of change and growth inspiring and illuminating. The story is more than the history of one camp—it serves to trace many of the changes that have taken place in organized camping in general during the half-century of its existence. Many directors will find in it what will seem to be an interpretation of the changes which the years have brought in their own camps.

This book is a distinct contribution to the literature of camping. It will be found of practical value to camp directors in its detailed description of the program, spirit and administrative methods developed at Camp Dudley.

Of particular interest to directors and counselors is the generous appendix, presenting a reprint of the Leaders' Manual, Campers' Handbook, Suggested Outlines for Vespers and Sunday Services, and innumerable practical details on forms, records, and administrative procedure.—B.S.M.

### Lanterns and Floats.

By Z. T. Egardner and J. H. Lockey. (Chicago: South Park Commissioners, 1934) 92 pages, paper. 35c plus postage.

All who are interested in the construction of transparent lanterns and illuminated floats will find in this manual a wealth of practical and usable instructions. There are very few words—the book is a collection of attractive plates of drawings and photographs with instructions incorporated. The projects range from the simple to the elaborate and complex.

Of particular interest to camp leaders is the section on floats. There are many excellent designs for

pageant floats which could be used if necessary in daylight without the illumination which the plans describe.

The book is one of the Leisure Hobby Series published by the Recreation Department of Chicago.—B.S.M.

### Quilting.

By Alice Beyer. (Chicago: South Park Commissioners, 1934) 90 pages, paper. 35c plus postage.

This is an excellent presentation of the technique of quilting and of the designs to use in making quilts. There are a very few pages of instructions—the bulk of the book is made up of plates of many varied types of quilt designs, which incidentally will prove very useful for reference in many types of arts and crafts besides quilting. In addition to the traditional and historic designs, there are suggestions for original designs. The book contains pictures of some fine old quilts of pioneer days, and tables of color combinations for use in quilting.—B.S.M.

### Community Hygiene.

By Lawrence B. Chenoweth and Whitelaw R. Morrison. (F. S. Crofts and Co., 1934) 317 pages, cloth. \$2.50.

A textbook on the control of communicable diseases, dealing with the broader aspects of hygiene. The authors have avoided too minute detail in the treatment of the subject matter. It deals primarily with the causes of disease and with the transmission of communicable diseases by soil, water, food, waste disposal, animals, insects, and human carriers. There is a chapter on public health administration.

### Naturecraft Creatures

By Joseph W. Lippincott and G. J. Roberts (J. B. Lippincott Company, 1933) 134 pages, cloth. \$1.50.

Devoted to woodland and sea-beach modelling, this book is of peculiar interest to camp directors, naturalists, and all who like the out-of-doors.

It deals with the delightful craft of making all sorts of weird and bizarre birds, animals and figures out of materials found in the woods—acorns and cups, beechnuts, horse-chestnuts, burrs, pine cones, galls, maple seeds, twigs, feathers, and so forth. The idea is unique and challenging, and the process simple and clearly described. About all that is needed is a little imagination, and the many photographs of the creatures help to stimulate the imagination. The book should be particularly intriguing to those camp directors and counselors who desire to center their craft program around the use of materials offered by the natural environment in which the camp is located.—B.S.M.

## New England Association News

At the autumn meeting of the New England Association of Camp Directors, held at the Hotel Statler in Boston, the following officers were elected:

President: J. Halsey Gulick, Director of the Luther Gulick Camps, South Casco, Maine.

1st Vice-President: Mr. John Porter, Jr., Director Camp Kabeyun, Alton Bay, N. H.

2nd Vice-President: Mr. C. A. Roys, Director Teela-Wooket Camps, Roxbury, Vermont.

Secretary-Treasurer: Miss Elizabeth M. Carleton, Director Camp Chappa Challa, Duxbury, Massachusetts.

Recording Secretary: Miss Eugenia Parker, Director Camp Blazing Trail, Denmark, Maine.

The next meeting will be held at the Women's Republican Club in Boston on January 26th, starting at two o'clock and continuing through dinner and the evening. The afternoon program is being given over to publicity, and includes the following speakers:

Mr. A. H. Seaver, Passenger Traffic Manager of the N. Y. N. H. & H. R. R.

Mr. R. C. Maddux, of the New England Council.

Mr. H. F. McCarthy, General Passenger Agent of the Maine Central R. R.

The evening will feature two speakers, Dr. Carl Heath Kopf, Minister of the Mount Vernon Church of Boston, who will speak on "I Have Camped With Boys," emphasizing the spiritual possibilities of camping; and Mr. Charles M. Lamprey, who will speak on "Some Fundamental Camping Skills and their Outcomes."

### Why Advertise in

## REDBOOK MAGAZINE

### Two Colorado camp directors answer the question

"We have had splendid results from advertising in Redbook—especially through the cooperation and discriminating judgment of your Department. We are taking more space this year—7 lines 3 times; 14 lines 3 times beginning January."

Director, P. . . . . M. . . . . Camps,  
Steamboat Springs, Colorado.

"The advertising of CAMP K. . . . . in national magazines is very limited, but I never fail to include Redbook. There is a warmth and personal element in the contacts with camps which you and your Department have a way of giving. This magazine is discriminating in sending prospects who are interested in my particular camp and those sent are always possibilities and the results are entirely satisfactory."

Director, CAMP K. . . . .  
Manitou, Colorado

For information about rates, circulars,  
service, etc., address

Ethel F. Bebb, Director

CAMP DEPARTMENT

Vanderbilt 3-4600

Redbook,

230 Park Avenue

New York

## Fancy Diving

(Continued from page 12)

striking within an inch of the end of the board. The spring should be made with the body nearly vertical; the legs and weight of the body should be used to get the maximum spring by forcing down and pushing off vigorously with the feet and toes as they leave the board, and at the same time stretching the legs out straight and pointing the toes. As the spring is made, the arms are thrown into position.

### Position for Standing Dives

The diver steps on the low end of the board and stands momentarily, then walks gracefully to the end of the board, and, if performing a backward dive, executes an about face. The weight is resting on the balls of the feet which are pointing slightly outward with heels together. This gives a tripod effect and permits better balance. The arms may be held forward horizontally and shoulder width apart; may be held over head; held at sides; and on hips. The forward horizontal position of the arms seems to be preferable, and is used by most divers.

### Swan Dive or Front Dive

This is one of the prettiest dives performed from the springboard. As soon as the body leaves the board it is thrown into the swan position. The head is held up, not too far back, the arms are held at right angles to the body and slightly over the back, and the body is arched from the head to the feet. The head and feet should be at the same height at the top of the spring. The head is then bent forward, the arms brought in front, fingers together, thumbs locked, and the body straightened for entry. The toes should be pointed.

*Faults:* Springing out too far instead of up; arms too far back or too far forward; ducking the head and not bringing it up; and no arch.

### Back Dive

Stand with the heels over the edge of board, body erect, head up, arms front horizontal and shoulder width. Bring the arms down past the chest and throw them forcibly up, combined with a vigorous push with the legs. The arms go over the head with the thumbs locked. Descend by dropping the head. This dive can be performed in the inverted swan position.

*Faults:* Springing out instead of up; failing to throw head back to descend.

### Front Jackknife

As the body leaves the board, the hips are thrown up, the body bends at the waist, knees straight and toes pointed, and the fingers touching the ankles or toes. To descend, the arms are brought forward, the body is held perpendicular, and the thumbs locked.

*Faults:* Going out too far; holding jack position too long; getting into the jack position too quickly; failing to touch the toes.

### Back Jackknife

The position at the end of the board is the same as in the back dive. The spring is made upward and outward, bending the body the same as in the front jackknife, and touching the toes. As the body descends it is straightened out for correct entry. The entry for both jackknife dives should be within six feet of the board.

*Faults:* Jumping out too far instead of up into the air; not touching the toes, bending the knees; twisting the body; not coming within the six foot mark.

### Forward One and One-Half Somersault

There are two ways of performing this dive, either in a tucked position or lay-out position. The tuck is made by throwing the head, shoulders and arms forward, drawing the knees and legs up, catching the lower legs with the hands and pulling with the hands and arms. The timing of this dive is acquired through practice. In the lay-out position the arms are side horizontal with the knees and legs straight. The spin comes with the use of the head in the downward movement and the arms and shoulders in the side horizontal position. This is a very pretty dive and one of the most fascinating. It is performed with ease from the 10-foot board or platform.

*Faults:* Failing to tuck; not throwing the head down; incorrect timing, not sufficient height.

### Islander

This dive is also called the half gainer. Spring upward and outward at an angle of 30-40 degrees from the perpendicular. As the spring is made, the body is arched, with the arms and shoulders thrown back. The body will curve backward and enter the water with the hands leading. The major difficulty in learning this dive is mental, as in the case of the back jackknife. These dives should be the last dives the diver should try to master and should not



be attempted until a great deal of experience with the other dives has brought a fair degree of competence and skill on the board.

*Faults:* Head not kept back; chest not thrown out; legs not in line with body in entry; no height; throwing head too vigorously and going out too far from the board.

#### *Somersaults*

Somersaults comprise a family of dives in which the body turns over in the air. They are done either with a standing or running start and either frontward or backward. The natural position for the somersault from a low board is the tuck position. The knees are drawn up, with the forearms hugging the ankles. After turning over once, the head must be brought up sharply and the back straightened in order to stop the tumbling motion and to provide a clean entry. After one masters the tuck position, the lay-out position can be practiced. In the back somersault, as the spring is made the head and shoulders are thrown back and the arms thrown to the side horizontal position. The body is kept arched while turning in the air in the lay-out position. In all feet first dives, the arms are brought to the sides when entering the water.

## Camp Dudley's Birthday

*(Continued from page 19)*

the history of Camp Dudley; write a scenario for a moving picture that would contrast the old Dudley with the new; plan a week-end celebration at Camp late in August 1934; hold a banquet for all Camp Dudley Alumni, campers, parents and friends in New York City.

The book, "Camp Dudley", tells the story of the first fifty years. The purpose of the committee in writing the book was threefold. First, to produce a faithful record of a half century of growth and of the varied and colorful activities about which the vibrant life of the camp community revolves—a book which should be a prized and valued possession of both the Camp Dudley alumnus and the many others interested in boys' work. Second, to provide an appendix containing extensive material concerning procedures and forms to render the book of practical usefulness to those actively engaged in conducting and assisting in camps for boys and for a considerable group for whom the contribution of summer camps for boys and

girls has significance. Third, not only to have the chapters and supplementary material painstakingly prepared by men eminently qualified by their knowledge and experience, but to present a book of true distinction as a worthy example of the bookmaker's art.

"Dad's Comeback", the title of the moving picture, tells the story of Camp Dudley, its past and present. It portrays the many camp activities carried on today as contrasted with the program of the early period in Dudley history. The central figures are a boy, a camper of the present era, and his dad, who as a boy thirty-five years ago also was a Dudley camper. The boy writes his father urging him to spend a week-end in camp, and the father, accepting the invitation, makes his first visit to Dudley since his boyhood days. The picture was shown at many Camp Dudley gatherings this past year.

An interesting celebration program was held at Camp the week-end of August 24, 25, 26, 1934. Over 400 alumni and friends came for this occasion. Friday evening, the alumni and campers assembled in Witherbee Hall for a family reunion. Saturday morning was given over to an inspection of the camp and a father and son baseball game, and in the afternoon an interesting athletic and water sports program was conducted. In the evening the dramatic committee presented a Jubilee show, a splendid review of Dudley dramatics from the shows of the early days to the present more highly developed productions.

At the chapel service on Sunday, Dr. James Lee Ellenwood gave an inspiring talk, and in the evening the celebration ended with a fine musical program presented by the combined Camp Dudley orchestra and glee clubs.

The concluding celebration event was the Golden Jubilee banquet held at the Hotel Pennsylvania, New York City, January 25th, 1935. Erdman Harris was toastmaster and the speakers were Dr. S. Parks Cadman, Dr. Ellenwood, and a camper, Jack Long. Alexander Gray, an alumnus of Dudley and a prominent radio artist, sang several appropriate numbers.

One of the most helpful results from the Jubilee observance has been the organization of the Camp Dudley alumni. The formation of an association is definitely under way, and it is confidently believed, will prove most helpful in perpetuating and maintaining the interest of the alumni in Camp Dudley and in building a finer camp in the years ahead.

## As the Horses Go Jogging Along

(Continued from page 18)

horseback work comes opportunity for just as extensive a program of mountaineering as is desired, from the simplest nature rambles in unspoiled pine wilderness to the scaling of innumerable mighty peaks. For instance, in the Camps conducted by the author, all boys thirteen and above are encouraged to select one of two main types of program: the Cowboy Program, offering everything, but majoring in horseback work and trips; or the Mountaineering Program, offering everything, but majoring in hiking and mountaineering.

The programs in Western Camps are quite decidedly of the free-choice type, because of the very rich trip opportunity which breaks up quite completely any possible cut and dried scheduling or regimentation at definite places and definite hours. Personal programs are formulated by each camper once a week in advance from the various trips offered, and filled in to the balance from the more or less continuous in-camp activities, such as shop, rifle range, tennis, baseball, special occasion

events, or detailed basic instruction in the sports or sciences.

All look forward eagerly to the progressively graded series of special out-camp or wilderness trips, each trip seasoning or conditioning for the one which is to follow by way of enlarged training or physical hardening. As one experienced and successful Out-Camp Director and member of my staff puts it:

"Many camps have gone to great expense to organize with specialized equipment a complete out-camp which will adequately meet the demands of their specific away-from-camp activities. No camp can hope to train its campers in this important aspect of its program without the best of equipment. The tragedy in some few camps is that such equipment supplies the purpose of a "traveling hotel" where the "campers" literally only have to ring for their icewater and it is brought to them. Any such non-participation is undesirable educationally and therefore is eliminated in this discussion. In contrast with this type, if the equipment is proper, and the incentives for out-camping stimulating, few other phases of the camp program are so pregnant with possibilities for individual camper growth as the out-camp.

"One of its chief values lies in the fact that a small group of campers undertake to supply their individual needs back in the wilderness while they enjoy themselves in some special activity. To use a boy's expression, they are 'on their own hook'; nobody serves them. They must learn the skills of camp-craft; of pitching tents; building cook and camp fires; making comfortable outdoor beds; packing equipment; and most of all, cooking palatable foods, in order to best enjoy their sojourn from camp. No out-camp is justified if the leaders in charge allow such activities to be done slipshod. There should be a technique of organization developed which is as nearly scientific in every respect as possible, and thus high standards maintained. For instance, tents should be pitched to withstand any weather; the right kind of wood for various fire needs secured; meals balanced, using proper foods; and every precaution taken. The responsibility for all this, of course, falls upon the campers themselves.

"The strongest drive to a camper for learning these skills is that the sooner camp is "set up" the sooner he may fish, hike, climb, ride, paddle, swim, or enjoy whatever the specific

---

## Physical Education TEACHERS

IF—

- You want to keep in touch with the latest developments in your profession
- You want to study the latest ideas of educational leaders
- You want the latest in teaching materials for your classes
- You want to read news items of interest from over the country

THEN—

You Will Be Interested in  
The Journal of

### HEALTH & PHYSICAL EDUCATION

It brings to you the experiences of others who have problems like yours. Articles on health, new games, problems of administration, swimming, diving, canoeing, hiking, demonstrations, etc., appear regularly.

Two dollars is the subscription price to The Journal of Health and Physical Education which is issued ten times during the school year. Illustrated.

Send for a complimentary copy today

AMERICAN PHYSICAL EDUCATION ASSOCIATION  
Dept. C, 311 Maynard St., Ann Arbor, Mich.

---



attraction might be. Very few boys have to be coerced into meeting these requirements because the situation is life-like; they have a burning desire to enjoy themselves. A skillful leader will so handle his out-camp that its organization is not considered a necessary evil by the campers. He should be teacher and leader enough to develop in them an appreciation for such activities. This brings up the other real value of out-camping, namely, the development of appreciations.

"Necessity being the mother of invention merely implies that to satisfy some need or desire one must use ingenuity. A good out-camp will summon ingenuity from every boy and thus awaken in him new appreciations of the demands of society. Such problems as how best to care for food, especially perishables, are vital problems. An ice-box must be erected, a tree-box made or some other contingency met which entails ingenuity on the part of the group. Thus the camper builds up an appreciation of the care food must have, and instead of having food served to him on a silver platter, he learns to care for, prepare, and share it with others. He must also meet the necessary demands of sanitation first hand, which he probably never considered before. He therefore develops an appreciation of cleanliness and sanitation because of maintaining them by his own efforts. The development of the appreciation of nature and the mysteries of the universe have no better place to propagate. These are but a few of the appreciations and skills which ensue when a camper is subjected to a thoroughly organized out-camp. The fact that so many camps are conducting reputable away-from-camp trips is proof of the possibilities of this phase of a camp program.

"Out-camps, if conducted along sound, educational principles, should be enthusiastically encouraged by every high grade summer camp that endeavors to contribute to the all-round educational development of its campers."

The Rocky Mountain Region offers unusual opportunity for exactly this sort of thing and in endless variety. Who can possibly measure the basically educational values of a week's pack trip through vast canyons of virgin timber and over country practically known only to the Indian and early prospectors; trips where the very trail must be cleared by hand for the pack train; trips where every camper member must be expert at throwing the diamond hitch,

at handling with ease and safety a sharp ax, a dutch oven, and an open camp fire. How else is the over-organized, reduced-to-the-commonplace city boy to actually experience the adventure of pioneering? For me, I would rather have my growing son able to carry his end of such an experience than to be the popular member of every single social organization offered in city grouping. Such experiences build backbone and resourcefulness and dependability and stick-to-it-iveness as no other youth experiences can. Such a summer, under right auspices, is educationally (not to even mention physically or emotionally) worth the very best year of formal schooling that will ever come to a boy.

Furthermore and finally, such deeply satisfying and vigorous experience makes of any boy forever an outdoor person with his feet deeply rooted in things elemental as contrasted with the superficial and the transient values of "society."

I could wish nothing better for every growing boy than that some time in his youth and as a very definite part of his larger education, he have a summer in a first rate camp, located somewhere on Mother Nature's Back Bone.

## These BOOKS make boys HUNGRY for OUTDOORS

Robert Sparks Walker *knows* life in the open—a born story-teller, he writes of the outdoor world, of wild animals, birds, trees, in a way that captivates boys. Here are two of his finest books:

**The BEECHBLOCK CIRCUS:** A book of adventures in the Tennessee Mountains. The hero makes friends with the last of the Cherokee Indians, and gathers enough animals to start a small circus—an absorbing story.

**EATING THUNDER:** True nature stories about a boy and his Dad, who investigate things outdoors and tell what they find in forty fascinating chapters.

Both particularly helpful to teachers, camp counselors, and all workers with boys or girls. \$1.75 each.

**ASSOCIATION PRESS**

347 Madison Avenue New York, N. Y.



## For a better camp athletics program follow the

### NEW SPORTS

to fit old program-needs introduced, described, analyzed

### OLD SPORTS

Illuminated from new angles and in respect to new rules and developments

In the one publication that focuses a spotlight on the world of girls' and women's athletics—

## *The* SPORTSWOMAN

Published monthly

Subscription—\$3.00

430 West 116th Street, New York City

## Printing

## CAMP BOOKS AND CAMP ADVERTISING

For many years the Ann Arbor Press has been printing camp advertising booklets. We specialize in this work during the winter and spring months. Write us for prices and suggestions.

## THE ANN ARBOR PRESS

317 Maynard St.

Ann Arbor—Michigan

## Analyzing What You Have to Sell

(Continued from page 8)

half of it from their booklets.

So with the inventory complete, all written out, page by page in organized form, the next step is to check through it and pick out the answers to these questions: What do the parents want to know about Camp Pine-Needle? What do the boys and girls want to know? What are the things you've been asked about in your past efforts to sell your camp; what features have aroused comment and enthusiasm? Your own hobbies, remember, may not be important to your customers. You may have the most remarkable manual training in the country but the mothers may care more about knowing the quality of the boys with whom their sons will associate.

After all, selling is not a matter of making people want what you have but showing them that you have what they want.

By this method your outline for book or folder forms itself, putting emphasis where it belongs, arranging all the other details in secondary position. And then you're ready to write and to illustrate—with this preparation you'll do, in most cases, a far better and more convincing job than ever before.

## Organization of the Camp Program

(Continued from page 15)

cussed and passed back to the Counselors' meeting with recommended changes.

Quite often this order is reversed. A lodge group hits upon an idea, discusses it in the Sectional Council, or brings it direct to the Counselors' meeting where it goes through the steps outlined above. This allows for individual initiative and participation and yet, at the same time, provides for a better ordered experience for the individual than would otherwise be possible. We are teaching boys not to follow their own interests or desires irrespective of the interests and desires of others, but rather to fit the two together into a harmonious whole. It is possible for individuals to actually unfit themselves for a useful part in society by following their own interests to the exclusion of all others. I wonder if certain emphases in camp have not contributed to such a result?

EDITOR'S NOTE.—A third article in this series by Mr. Walker will appear in an early issue of THE CAMPING MAGAZINE. It will deal with the relationship of the camp director to the camp program.